

**Response to Intervention
Cohort training session:
MTSS: Integrating Academic and Behavior Intervention
Into a Single System**

Session 1

**March 8 - March 9, 2012
Charlottesville, Virginia
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Office of Student Services**

Response to Intervention
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Session_1_3_8_2012_Part1.mp3 - Welcome

H. Douglas Cox – Assistant Superintendent – 8:30 am – 9:00 am
Dr. Cynthia A. Cave – Director of Student Services

Dr. George M. Batsche, Professor and Co-director – 9:00 am – 10:35 am
Institute for School Reform
School of Psychology Program
University of South Florida

An Integrated Multi-Tiered System of Supports:
Building a Common Language/Common Understanding Around the Critical Elements

Aligning the Critical Elements Across Academic and Behavior Systems

00:00:00

Dr. Cave: The two-minute warning worked better. Thank you, I'm Cindi Cave, from the office of student services, and we're glad to see all of you here for the beginning of our spring training. I'd like to welcome a few folks that are in attendance. We have a school board member here from Augusta County. Dana Sensilbaugh (?), are you here, want to stand up and wave? We're always glad to have school board members join us, than you. And this training is a little bit different, I mean you all know that we're aligning systems, and you've talked to us about the ability to braid all the different initiatives that are going on in your school divisions. So we have the opportunity to hear from George Batsche, who in Florida has taken effective school wide discipline and response to intervention, and actually blended them into one system. And as you know, as we go forward on this adventure our challenge is to integrate all the different things that are happening in the school divisions.

00:01:04

Dr. Cave: So they align in on system, and in, in order to facilitate this not only with you all, in terms of pilots, but also at the state level. Our boss Doug Cox, said well I would like to invite the leadership of effective school wide discipline folks, who are involved in those, that program. Those school divisions to come and join in with this training, and so we welcome all of you and we're happy to have you here. And in addition to that Doug said I would like to invite some of my directors, all of my directors to attend this workshop as well. So I'd like you to meet a few people. Pat Abrams (?) is here, she is one of our directors, and she works directly with, where is she? Pat stand up, ya'll know

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her. He works with effective school wide discipline. Also we have Judy Douglas, where is, I know Judy; there is Judy she is of course with our dispute resolution. And then we have John Eisenberg, where is John?

00:02:04

Dr. Cave: He works with low incidence, there he is, low incidence disabilities, autism. And we, in addition to that we have staff here you all my not have met. Irene Walker-Bolton is directly responsible for effective school wide discipline. Irene, there is Irene right there, and we have Pat Haines, who works with dispute resolution. And we also have Vivien Smith-Williams in my office of student services. And so we're happy to have all of ya'll here, and we're pretty excited that we can embark on this discussion. Now I need to take you down memory lane just a little bit, you recall now that our practice is to review. The training we had in the previous time we were together, before proceeding with the next topic. And you recall that we're using the components of the multi-tiered systems of supports benchmarks as the way we organize training. Correct? Yes, please say yes.

00:03:02

Dr. Cave: All right so who can tell me what we did the last time we came together, what was the topic? Yes, progress monitoring excellent! I would have liked to have heard it a little bit louder, but that's okay. And so Regina Pierce who you know is one of our consultants, and Sandy Hart, and you know she's another one of our consultants. Our coaches, are going to review, do a little bit of review about what happened since that time, and while we we're introducing people I want to make sure you know that Rick Bowmaster is here. He's another one of our coaches, and Steve Hale is sick, we are so sorry that he can't join us. But I know he's here in spirit. So if Regina, I guess you're gonna start us off right?

R. Pierce: Hold on how's that, maybe I'm standing under the wrong thing. Right under the thing. Okay so remember last time we did the monitoring student progress, and for those of you were here, who were here, we did that fun with analogies.

00:04:03

R. Pierce: So we're just gonna have, this is our last analogy. So what's the answer? Come on. It's not me this time. Give you a clue. So what did Cindi say the whole big idea is that we are all going to process something, so the Mark Shinn is to all of you. So all of you together, we're just gonna process this out one more last time, before we move on to our next road show, which will be Dr. Batsche. Okay so we're just gonna do

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it by an activity you ready? The first thing you're gonna do, you're gonna have ten minutes to work with your team again on those benchmarks, if there is somebody new on your team, you need to explain what they were and the decisions that you came to last time, as to where you were on the benchmarks. Then, everybody's gonna have 60 seconds, and you're gonna stand up, one person from your division will stand up.

00:05:03

R. Pierce: And say something that you actually did remember, our job is to go from theory practice. So the practice part, something that you actually did or you planned to do as a result of the last training. So, I'm gonna give you a demo, Shenandoah County is gonna stand up, you're gonna have sixty seconds to do that. So and I put in there, remember the words of FDR, be sincere, be brief, be seated. So Sandy, just here is the example.

Shenandoah: All right, at the last training Regina shared with us some slides, and one of those slides she had was about curriculum based measures and other kinds of assessments. So I took that slide, and marked it to give to our RTI division wide committee so they could share with their schools, and basically this part again it's the characteristics of curriculum based measures. And compares that to other forms of assessment, because we had some teachers with some confusion about the difference between.

00:06:03

R. Pierce: Then on the back.

Shenandoah: Then on the back this is something Regina shared with us when she came to our county. To help us run our data meetings, and basically it's a check to go through if the child made sufficient progress or insufficient progress, and whether or not we're going to change, modify their tier. Change their, move to the lower tier, move to a higher tier, or [indiscernible], it's just a nice chart that keeps everything flowing a little easier.

R. Pierce: Okay, so perfect, that was 60 seconds Sandy good job, so that's what you're gonna do, just very briefly. All right, so on your mark get set, go, you have ten minutes.

[Tape Cuts]

R. Pierce: Yes, yes, yes, if you don't have the benchmarks Wayne's pulling those up, just to copy if you didn't bring em' with you.

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00:08:00

[Tape Cuts]

R. Pierce: Hello.

[Tape Cuts]

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00:11:00

00:12:00

R. Pierce: Okay this five-minute warning.

00:13:00

00:14:00

R. Pierce: Everybody ready? Does everybody have a 60 second something to say?
Excellent.

00:15:04

R. Pierce: Okay so Rick and Wayne are gonna walk around with the microphone, so raise your hand if you're ready to start can we get a first one. Oh good thank you North Hampton.

North Hampton: Thank you. We're from North Hampton, and recently had a visit from Regina, which helped to do a lot of stuff in North Hampton. We revised our five-year plan, revised our flow chart to incorporate multiple data in decision-making, had a very successful meeting with our superintendent and assistant superintendent. We just kind of needed to get everybody on board, and assess where we are with implementation, we've done that. We drafted a tier instruction implementation plan, an assessment map, a data evaluation form, and we're restructuring our data meeting schedule.

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North Hampton: And I think that, that may not be sixty seconds, but that's enough work for us at this point.

Wayne (?): Is that the sound when the baby starts, they know they have to wrap up?

R. Pierce: Okay go ahead. Hold on everybody.

Smith County: Okay, I'm from Smith County schools, and our last meeting we reviewed all the assessments used in our district to determine their purpose and which ones are the most informative, for what we're, for our purposes. WE are in the process of analyzing our latest benchmark data from the last administration, which took place towards the end of last month, and we've also created a preliminary assessment plan, and an assessment calendar for next year.

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R. Pierce: Thank you that assessment mapping was a big part of what we did.

Dickenson County: We're Dickenson County schools, and we have already implemented RtI this school year in all elementary schools. So we are trying to fine-tune the process, and what we've done since our last meeting, we conducted a student survey of the entire process, and looked at that data. We completed our assessment mapping to look at what everyone is using, and how we're using it. And specifically from the training from the last time, we decided that we're mainly deficient on parent involvement. So we are looking to add a parent representative to each of the school's leadership teams. To meet once a semester, and also a parent rep on the division wide team for once a semester.

00:18:00

R. Pierce: Thank you.

Gloucester County: Evenly Perhack, Gloucester County schools. We had a consultant come in, because a couple of our schools have been doing this for a while, but the other four elementary schools came on new last year, but are just really starting everything this year. And we have two middle schools that are just beginning this year. So we had a consultant come in because one of the issues when you try to do progress monitoring, and any kind of interventions is scheduling. And she came in, and she is an expert in

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the area of reading but she also is really good with the scheduling. So she worked with all the elementary and middle school principals, they all were required to attend that, it was a daylong meeting. Superintendent actually sat in there all day long with everybody else, and the assistant superintendent.

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Gloucester County: So that everybody would know this is an important thing we're talking about. She, she's actually not from the state of Virginia, but she supported all the things that we've been doing in our state, and said that we're ahead of a lot of other states with some of the things that we've been working on. Because she'd gone in and looked at some of the things that you have guys put out there on the state website. And she's going to come back again, but the emphasis she made was on core. Which you've done, at everything that we've had, and she talked to the teachers about, to the principals about core, and the kinds of things the principals as the leaders in the building needed to do. So I felt like that was really good start, but some of the things that the other people have mentioned is that we needed to do also.

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Augusta County: Augusta County, we've been doing RtI, we decided our fifth year, sixth year actually if you count the first little planning year that we did. And one of the things that we did after the last meeting, is we kind of reviewed our agendas for grade level meeting, our agendas for data day. And looked at the piece that we're going to, is the fidelity piece. Do we have fidelity to the process of RtI, and do we have fidelity to all of the programs that we're using in RtI, and that's our new challenge.

R. Pierce: That's everybody's challenge.

Wayne (?): Over here Regina.

Martinsville City: Hi Angele Downing (?) from Martinsville City Schools, in our division is a new pilot division this year, and at our schools we have different pieces in place. And what we've decided to do is focus on developing a common language for that common understanding of the principles of the tiered system of supports, to communicate effectively.

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Martinsville City: Also, evaluating our assessment map, looking at our progress monitoring, and determining what questions we want to be able to answer. And then what tools we need to answer those questions, so that's where we are in the process.

Prince William County: Good morning, I'm Becky Yalitz (?) from Prince William County. And in Prince William we have just under 100 schools, so we have been working hard since our last meeting, and these are some of the things that we've accomplished. We are working with our PRC center to provide training for parents in the upcoming months. We have had numerous school meetings about how to integrate special education and ESL services into our RtI plans. We've had a lively discussion with some of our building principals about progress monitoring tools; we'd like to come to a consensus about having a tool that meets all of our needs.

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Prince William County: We are planning professional development for specialists to add another 15 schools to our RtI project, and have met with the division leadership to continue work on our blueprint. So we're busy.

Charlottesville City: Hi Grant De Augustine with Charlottesville City Schools. We are just getting started with RtI; we're working at one of our upper elementary schools, and are doing tier two and tier three teams. So each of those students that we've identified as tier two and tier three, and they have reading interventions that are going along with the things that we're currently tracking. We just finished benchmarking, and we'll be having our first data meeting within the next few weeks.

Halifax County: I'm from Halifax County; one of the goals that they set was for, to meet with communications of parents.

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Halifax county: And at our RtI meetings we have our parents present. We set it according to their schedule do they are there to participate with us, and help with the goals for their child. And even in with the re-meets they are there. So it's sometimes it's a scheduling nightmare, but we have the parents there.

R. Pierce: Anybody else? It's time for a little wrap up; remember we showed the babies the last time. [Indiscernible]

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[Indiscernible] [Sound of baby on videotape]

00:25:00

[Sound of baby on videotape]

00:26:00

[Sound of baby on videotape]

Dr. Cave: Awesome, you guys are awesome. All of you guys are awesome, I'm so impressed with what you're doing, and it's my pleasure to introduce now Doug Cox, who's our assistant superintendent for special education and student services. And he is going to introduce our speaker.

00:27:00

Dr. Cox: I want to give my deep appreciation for the coaches for making me follow that act. Remember we need to discuss that when the contract ends this year. And I am likewise impressed on all you've done since the last meeting, and it's my pleasure to introduce to you not only George Batsche, but another person, those of you who have been working on our Rtl initiative know Steve Kukic very well. Steve has been our friend, our mentor, our consultant, our advisor on our journey with Rtl, and he's also here today. Steve is former special Ed. director in Utah, and we served in directorship capacities together for several years before Steve went to CUBY (?) and then to Soperswest (?) which is now Voyager, and has still maintained a huge presence as a national leader in Rtl, and I hope that all of you will take the opportunity to interact with Steve while he's here the next two days.

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Dr. Cox: Because of you who are joining us from the school wide discipline side of things will want to get to know Steve as well. But it's also a great privilege as well as a pleasure of me to introduce to you Dr. George Batsche. Who is a professor and co-director for the institute of school reform, school psychology program, University of South Florida in Tampa. George has been a driving force in the national scale up of Rtl for a number of years, and when I was, had the privilege of being the president of the National Association of State Directors of Special Education, we prepared what I still consider to be a landmark monograph. And where Rtl was at the time, and where it needed to be going.

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Dr. Cox: And due to the extreme strategic planning of our executive director Bill Leeds (?) we were able to engage the best thinkers in Rtl, to help us with this monograph. And George was one of those persons that came to Nancy recently to work with, and we believe that that monograph helped set the pace for a national scale up of Rtl. George is not only a busy at the University of South Florida, but he also has a huge connection to the Florida Department of Education, and they are very lucky to have him there. George has not only been a leader in Rtl, but has been a leader in training of school psychologists; he's also been a building administrator. So he approaches this whole notion of Rtl, from multiple perspectives, which all will resonate with you.

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Dr. Cox: The next two days are particularly exciting for me because for a number of years now, two of the initiatives that I've been most proud of at the department are our Rtl initiative and our effective school wide discipline initiative. And we've always said that they're very close kin, but we've never really said they need to be in the same sand box. And really we do know that they need to be aligned and blended, we know that most teachers will not worry about which came first the academic or the behavior, they worry about getting challenges under control and getting kids on the right path to good outcomes. And it just makes really good sense that we take both of these very successful projects that we've been working one, and try to now blend them together into more of a single entity. George has been doing that very thing in Florida and so he brings to you today and tomorrow not only the academic theoretical perspective of this work, but the down rubber hits the roadwork.

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Dr. Cox: That he's been doing with Florida over the last several years, so it's a great deal of pleasure for me to introduce and welcome George Batsche. George take it away.

Dr. Batsche: Good morning. Come one you can do better than that. Good morning. Thank you, I'm really happy to be here, I'm happy to be here when it's not snowing or freezing, although for those of us in Florida we learned that warm winters are not a good sign for the hurricane season. So we're, we all increased our insurance a couple of months ago, and as the more northern areas got a warm winter, we're like running to our insurance agents going we need to double the insurance.

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Dr. Batsche: So hopefully we won't, we won't have any nor send them your way, some of the worse ones we've had have come right up the coast and done a lot of stuff, so I just wanted. What you don't know, is Doug and Cindi actually grew up as neighbors, and that video of those two babies. Was take by Doug's parents in their kitchen, many years ago. So, you know that this connection started out but I hope that their communication style, has grown and evolved a little bit from the foot pushing, and the check with her. I want to know which of them is the one that uses their hands all the time. So, I thought that was, that was an incredible video, and I said when we first came up I saw the entertainment stuff.

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Dr. Batsche: I don't, I'm a guy, I don't do fancy videos. I don't do entertainment, I don't even know how to download YouTube. I have a lot of staff that actually does that, and they try to keep me interesting. And what have you, so hopefully this will, the content will keep you engaged, because I don't have. I do have one cool video that we're gonna put in here. So when Cindi and Doug and others asked if I would come and be part of your progression toward what you're doing, you know the first question I always ask is, I'll be happy to because I've known Doug, what what Doug didn't tell you about that monograph was two things. Number one, somehow or other he got us to do it. In the dead of winter, in a not good motel, in Kansas City, Kansas. Now we're all the first night going how did we all end up here, who got us here and what did he do to get us here?

00:34:04

Dr. Batsche: And so we, we wrote this thing. And then I happened to be in Dulles Airport waiting to go someplace, and we had a conference call with Bill Eask (?). How many of these are we gonna run off, well being conservative and nasty not wanting to lose money, Bill said something like 3 or 4,000 and David Tilly (?) and I were on the phone conversation, and we said, given who it's targeted to, superintendents, school boards, state department leadership; you probably should run about 7,000 in the first run. Well they said, I don't know about that, because this and that. Well let me tell you that, not because it was all that great, because it was the only game in town. The last time I checked, they had sold about 100,000 of these things. So lessons learned, if you're gonna go to a cheap motel in Kansas City for something that's gonna sell 100,000 don't do it for free.

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Dr. Batsche: Don't do it for free, we though 50 cents a piece, you know they sell for \$15 bucks. Had we negotiated 50 cents a piece, 50 cents of 100,000 that's \$50,000, so it kind of changed our whole view, but actually not. That document the money from that document, has funded other resources that NASDE has done including school blue prints, district blue prints, the review of all of the empirical research on the impact of Rtl. That was done by Matt Burns (?), Amanda Vanderhaden (?), and a few other people. So, so through Doug's leadership, and the leadership of NASDE, they really parlayed something into a long-term support system that has really changed the face of, of how we've done Rtl. So let me give, let me give a little background about what, what the day the days are gonna be about. I very much appreciate it, and thank you I listen very carefully to what people were saying about where they were.

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Dr. Batsche: Everything from just beginning Rtl, to the table that we were at, they asked if they could include us in the conversation. And Steven and I went like; we don't know if that was in the rules if they were allowed to get outside help. And I think all we did was confuse them, they wanted a simple answer to a question of whether a particular tool could be used for progress monitoring, and of course they got our depends on what you define as progress monitoring. How sensitive is the tool? You don't want to use it more frequently than the sensitivity, or you'll think kids aren't progressing. You'll dump interventions, and they just like looked at us like, yeah we could have had other people at our table that would have helped us a lot more. And their report out included nothing of what we said, so obviously our process resulted in no outcomes. But everything from assessment maps, to we've been doing Rtl for 5 or 6 years, to we're on the behavior side of it. And I can tell you just by listening to your comments that you clearly are way down the road with statewide implementation of this.

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Dr. Batsche: And clearly that's due to your own leadership, and we never quite know with doing this whether it comes from the top down, the bottom up, or whether it's people in the middle parlaying both sides of the power structure. And it may be different in each one of your districts, but what we do know is that there has to be an embarrassing of it at the state level. You can only go so far before you push up against policies that punish you, usually with money. On the special Ed side focus monitoring. Somebody is gonna come in, and I will lay out that, that I've been in education for 42 years. I've been a building principal, a district administrator, I've sat in those seats and learned how to do all that stuff. But I was also raised catholic; I actually was an altar boy till I was like 19 years old. I don't know if they're altar boys then, altar guys or whatever, because it was very lucrative.

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Dr. Batsche: You served mass at weddings and funerals, and I also worked at Steak and Ale. And I made as much money serving a mass as I did serving table at Steak and Ale. And I was no fool, because at weddings everybody is happy, and at funerals, and I've been to many of those personally, as well as serving at them. Everybody is in a very generous mood to make everybody feel better. And I would be the recipient of that, so I learned very well as a district administrator, how to never ask permission and always beg forgiveness. And my response was when the superintendent would call me and say, why are you doing this? I would show student outcome data, I would say you can't have us abiding by all the policies, and having awesome student outcome because your policies are barriers to good student outcomes. And the superintendent would say, would you please not do this again? And I would say, I will really try not to ever do this again.

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Dr. Batsche: And it takes me a lot of trying before I get that, so the issue is there are five priorities to doing this that we've learned. We've been doing it in Florida now 8 or 9 years. Leadership, leadership, leadership, planning, and for the table back here, scheduling. If you can't schedule it, I don't care what you're trying to do it's not gonna work. Schedules drive everything that we do, they're related to union contracts, they are the center, they are the filter that all instruction goes through before it ever gets tot eh kid. And if you want to change what is on the other side of the instruction to the kid, you have to go through the schedule. So a couple of things that we've learned over the last number of years in Florida. We have a very strong statewide positive behavior support system, and it has been around for a while, and it's at about 92% of our school's and districts.

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Dr. Batsche: We have a very strong Rtl system, that has been around for about 8 years and is in very school and every district because we were told we had to implement Rtl in every school and every district. And these two systems were growing up in the same schools, in the same districts, separately, with separate people at the district level. And what we found was because the Rtl was so connected to curriculum and instruction, that the Rtl person at the district level was higher up in the food chain than the behavior person was, because of how typically behavior is viewed as not central to instruction. But rather a problem to be solved separately so that instruction can occur if these kids

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aren't driving everybody crazy. As opposed to how do we use the kid's behavior to accelerate academic performance as part of instruction.

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Dr. Batsche: So there were power differential at the district level, it was like just keep the kids, don't put us on the front page of the paper. Okay, keep the suspensions down, don't get disproportionality, we don't care. Just keep it, keep the lid on the behavior side, so that those of us who are the true and do the academics, can do our work and not be interfered with with bad student behavior. That's a bad attitude. Because as we'll talk about shortly, kids don't have behavior brains. And academic brains. And for everything we do, we bring a behavior set that enables us to engage a task. So when you're using effective instructional strategies to promote literacy, numeracy, or what have you, and we're doing our lesson planning, are we thinking what behaviors are gonna be necessary for a kid to do these skills as well as what academic skills?

00:42:04

Dr. Batsche: And unless that is done simultaneously, we totally forget about engagement. What is the student supposed to bring to the teaching learning process? A lot. What behaviors does the student have to enable that task to be engaged? And are we teaching those behaviors? Or are we just worrying about ODRs? Office discipline referrals. So the shift for us was not bringing two models together, the shift for us was changing how we looked at instruction. And the role of student engagement behaviors in every instructional task, and that's the shift. And shift happens, and unless you can say that clearly you should not try to say it, not in a mixed crowd, or not after having had an adult beverage.

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Dr. Batsche: So I want to just say a couple of things like this up front to set the stage. You have a yellow document, and thank you Susie for color-coding this, and for all the work, I don't know where you went. But for all the work you did, thank you. And give her a round of applause for everything she's done to put this together. Dealing with me is very frustrating because with everything that I do like you do; I have to sequence things to be able to get things just in time. And I as of, at the beginning of last week, Susie was starting to get very worried about whether I would give her enough time to get these done. So I really appreciate your, your patience and you did an awesome job. This yellow thing, we're gonna talk about it later. It is MTSS implementation, and like in Florida we use, we don't have Florida here, but we use like you use Virginia on everything.

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Dr. Batsche: Ensuring common language and common understanding, we're gonna reference this, I want to tell you that this document took us and when you look at it you'll go really, what do these people need a tier 2 or tier 3 intervention? It took us over a year to put this together, because took every critical element of an MTSS system, and we had about 18 people sitting around the table from the behavior side and the academic side, and we said what is tier 1? And we came up with a definition that was common to both, what is tier 2? What is progress monitoring? What is formative assessment? What is does a data day look like when you integrating academics and behavior? It took us a long time and we all got along with each other, we were in the same sand box, we had good social skills. We didn't have IT people around to challenge the social skills, and we put this together. But it took a long time, so we thought that simply pulling the two models together would work.

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Dr. Batsche: And we found out very quickly that that was not the case, so this is a journey. It's not a sprint, and I can tell you that and my good friend Steve back there, we work in a couple of districts together. We've learned over the years that evolving these models separately until they grow up and then trying to bring them together, is a problem. Because adult behaviors get pretty entrenched, and then everybody gets very skilled in their way, and remember that resistance to any change is primarily fueled by a fear of loss. When we try to do systems change, we try to convince people how good the new systems will be, and it doesn't work. Because what is fueling resistance is not I don't want to go there, it's what am I gonna lose if I do?

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Dr. Batsche: So the more you have, the more you have to lose. And the longer it will take to blend these models. So we began this process about 2, 2 ½ years ago, and as we'll see tomorrow it has now evolved into something we call the DAPS. The district action planning and problem solving process, where we bring these two things together at the district level, at the district planning level, and we're gonna go through that. So that the watershed drops down. One other comment that I want to make before we get started, and this is for district level people, and this is something we also talk to school board people about. And Steve has been very involved in this. 99% of all policies passed by school boards only have tier one in mind when they pass those policies.

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Dr. Batsche: It works fine for tier one. But now what happens when you go to tier 3, kids are getting such intensive services that they can't meet the distributed educational requirements of the state or the district. And you have to give up something, so now you're doing 180 minutes a day of literacy, what are you gonna give up to do that? And now you have all these school board policies that prevent you from being flexible in the deliver of services, because it violates a school board policy, and also to the state people. Tier 3 is intensive care, it is unlike anything else. If you get to tier 3 for academics, behavior, both, and it always is both, one level or the other. Here is the logic, you have good core instructors, you have to. Those of us who work in education, don't believe that massive amounts of teachers are incompetent. That's not the case, they're highly qualified people.

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Dr. Batsche: So here is a kid, or group of kids, that have gone through really good core instruction. That the vast majority of kids respond to, and this kid didn't. So we intensify that instruction, we give more time; we narrow the focus of the instruction. And the vast majority of kids getting tier 2 level services profit from it, at least half nationally. That number is not as great as we want it to be, we'll talk about that. We want it to be about 70%. And we'll talk about why. But, the vast majority profit from it. And this kid didn't. So now, and the idea by the way, and I'm, I can't imagine it's like that here. Because I've never seen it like this anywhere else, the idea that when you get to tier 3 you have a whole bunch of different people that are qualified to deal with that, are you kidding me? They're the same freaking people who are dealing with tier 1 and tier 2, you don't have a room back there of all these minions going like we just need to get the kid. If we get the kid we have special stuff.

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Dr. Batsche: They're the same people who have been involved with this kid all along. So now the same people who know how to deliver good first instruction, and they know how to specialize instruction, and the kid still hasn't responded, the idea that a child's study evaluation is gonna find something that people who've been working with this kid for months, highly qualified people have missed, are you kidding me? So we promise stuff for tier 3 that we cannot deliver. Remember that national longitudinal study. 57% of all kids who have been in an SLD program in K-12 education are unemployed one-year post secondary.

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Dr. Batsche: So the tiers are about instruction. And when we get to tier 3 my good friend Sharon Vaughn that some of you may know in the reading world. She and I were at a conference together, and we had a moment to sit. And I said, "Sharon, tell me how much evidence based stuff is there for tier 3 in literacy?" And she laughed. She if you know Sharon, she hoots. And she laughed; she says there is not. She said, "Tier 3 is basically more of tier 2." She said, "We have not addressed the issue of what happens when you get a kids that regardless of what you're doing is not responding to reading instruction." What do you do now? You have a kid in tenth grade and you're still pounding decoding rock with technology out there to give kids content. Kids perfectly capable of getting the content, but we're still pounding fluency. In a 15 year old. Who if we use technology could get the concept, get the idea, the content would engage the kid, but not pounding the rock necessarily. Tier 3 is an unknown place.

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Dr. Batsche: It is an end of one study for individual kids for which none of our other expertise has worked, and we have to embrace that. As a different place. I was principal of a school pre-K through 8, where we also had 110 kids with serious behavior and emotional problems, and academic problems. These kids came to use in the district from self-contained classes. Nothing that we did could be like what everybody else had done, these are collective buildings of people highly qualified that couldn't figure out what to do. And we didn't pose ourselves as the experts; we posed our self as problem solvers. We accept that what you have done will not work, therefore only problem solving, looking at the kid individually, knowing that an intervention is, you don't know if it's gonna work. So you have to access much more frequently, because if you're giving somebody an intensive treatment, and you don't know if it's gonna work, you better find out.

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Dr. Batsche: Because you're wasting minutes. You're wasting time. So I'm gonna throw out to you that at the behavior side, and the academic side if you want to look at em' separately. When we get to tier 3, we don't go there saying this intervention will work, because our data tells us that the lowest probability of success is in tier 3. Not because we don't know what we're doing, but because the severity of the problem is so high. So this policy issue is really important. How do you at the state level or the district level, enable educators to be flexible in the delivery of services in a multi-tiered systems, are your policies multi-tier sensitive or not? Because I guarantee you one of the biggest barriers to tier 3 effectiveness is our inability/unwillingness to violate state and district policies.

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Dr. Batsche: Because they're not designed for tier 3. Nobody at a school board meeting stands up and says, well if we pass this what happens to kids that need tier 3 services that would have to violate this policy. And there is dead silence. So policies need to be pedagogical in a multi-tier system. So I'm not gonna talk any more about that, except we like to do policy analysis for districts that are really going down the road to multi-tier system. Otherwise you're gonna run into barriers, 3, 4, 5 years down the road. Particularly when we get to tier 2, if you're tier 2 effectiveness is not where you want it to be. So, what I hope we'll do over the next two days is to take the good work you're doing. I plan to give you some information and then we're gonna have reflection times where you can work at your tables to address these issues throughout the next two days.

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Dr. Batsche: And really the central question is this; if I walk into a building what does the school base leadership team look like? Do we have a behavior team, and an academic team? Do we have levels of team, I don't know about you but our schools are losing, we don't have a lot of resources in Florida. We're like 47th in foreclosures; we are awful in terms of money. WE are having to work smarter not harder, we have fewer people in the schools, you have some coaches here, the external coaches I gather. We don't have money for internal coaches anymore, so we've had to develop a system where everybody gets coaching skills. We can't be in silos; it has to be okay for people from different certification areas to have the same skillset. As a building principal I'm looking at a building here, and saying what skills are needed in this building for kids to be successful.

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Dr. Batsche: And now tie staff to skills. And if you have a skillset that doesn't have a staff person to it, and you don't have any more money, then you need to train the existing staff in that skillset. And don't worry about what their certification area is. It's about skills. Not certificates. And that is just good management. That's gonna ruffle feathers. School psychologist is gonna say, you mean they get to do classroom observations? That's my job. Speech therapist is gonna say, how come I'm not included in the development of early literacy curriculum, when all reading is language based? How come the general education teachers is going to say, you want me to do a classroom observation? What skills do we need to ensure success of our students? Is our staffing consistent with the skillset, and when there is a gap we don't look for titles, we look for people to develop skills.

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Dr. Batsche: So increasing capacity of the building and the district is what this is all about, and that's a different work set. Interviewing people on the basis of their skills, not their certificate. That threatens a lot of people, and unless some people skillset changes, their certificate may not be needed. And from a leadership perspective that is a shift. And be careful how you say that. Because you could have a lot of shift going on in your district. So let's take a look at what we're, we're talking about, the common language; common understanding this is for today. Kind of the first two bullets are this morning; the second two bullets are this afternoon. But we'll really see, this is not my agenda it's yours. I want you at any point raise your hand, push back, ask a question, I don't want to go on if there is something that really is bothering you that we need to talk about.

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Dr. Batsche: Aligning the critical elements across academic and behavior systems. Data-based problem solving, instructional and system based. Because many of the barriers to putting these things together are system barriers, and that's a different problem solving process than instruction solving, problem solving. So we're gonna talk about those differences, and then defining and articulating the content of an integrated multi-tier system. So as we go through this stuff, this is not to talk to you about what RtI is. If you're just beginning that process you'll get it, but really it's to talk about what does tier 1 look like in an integrated system? What does tier 2 look like? How do we measure intervention effectiveness across no child left behind categories, particularly race. I'm gonna show you a way that we do it, and an example for a district where the effectiveness of interventions for white students was up here, and for everybody else was down here.

00:58:10

Dr. Batsche: So the cultural competence of our intervention set, but if we're not analyzing the data that way. I have been, how many of you have been involved in education for 20 years? Hands up. 30? Hands up. Increasing honesty is gonna be required from this point on. 40? We're comparing birthdays, there is not very many. You've been in it for 40 years, oh my gosh, I would have, you look, I don't even know you so I'm not trying to blow sunshine here. You don't look like Doug and me, I can tell you that. I don't know what she does, but it's not what we're doing Doug. So I'll just refer to us as the greyhairs, no hairs, and colored hairs in the audience.

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Dr. Batsche: So, this issue of instructional effectiveness is really important and as I said I've been involved in this work for over 40 years, 42 years to be exact. And I saw an article in the paper yesterday, USA Today on the plane last night. Black students punished more frequently than white students. And this makes the paper? We've known that for 30 years, look at the suspension, look at the referrals, look at all of that kind of stuff. So why has this reemerged after 30 years? I have a quote later on that leads into a video for those of you who have been around for a while, Heller, Holzman and Messic (?), 1982. Asked to evaluate the first five years of the implementation OF the special education law in the United States, 94-192 implemented in 1975. Heller, Holzman and Messic (?) got the contract in 1980, came out with the report in 1982.

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Dr. Batsche: Now do the math 82 and 12, I mean 18 and 12 is 30 years, right? Number on conclusion in the Heller, Holman, and Messic (?) study, "The effectiveness of special education is tied most significantly to the quality of core instruction in the building in which the special education program exists." Thirty frickin' years ago, so I don't get it. We have lots of data that we can't do something different the same way. But we sure keep trying. So, we're gonna have some good conversation here I think, because your skills are so high from the report out in the question, and if I misjudged that for some of you here, please reel me back in. Tomorrow we're gonna look at methods of bringing these two things together, and developing action plans to do that, basically.

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Dr. Batsche: So I love this quote. Steve is sick of it because we see it all the time, I'm sure you've seen it. But it truly is something that we have to gain consensus around. We can whenever we choose successfully teach all children who's schooling is of interest to us. We already know more than we need to do that, whether or not we do it must finally depend on how we feel about the fact that we haven't done it. We don't need another reading program, until we learn how to decide which program is appropriate for a kid. Implement it with fidelity, and be driven by the outcome data, not our personal preference about a reading program. WE have two bumper stickers that I'm sure you share, in god we trust, everyone else brings data. If god is a member of your team you don't, you can leave, don't worry about problem solving. It's a done deal. If not, we better rely on data. And the other bumper sticker is data will set us free.

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Dr. Batsche: I have never, and Steve and I have been some places that he referred to earlier at the table, I won't say where, but he said it I won't. Where they held on to a reading program because the superintendent got to be superintendent because he pledged that reading program would change the district. And it didn't. The data got worse, and worse. So the superintendent first blamed the teachers, that didn't go real well. Then he blamed the parents that went even less well. But he was so wedded to the pedagogy, and blind to the data. If kids are not improving and the data show it, what we're doing is not working. Doesn't mean it's a bad program, it's not working for these kids. On the behavior side, or the academic side. So is there this consensus that we talk to through the data? The parent, I was just awesome to hear, this gentlemen over here I don't know his name, what's your name?

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Dr. Batsche: Brown sweater with the. Gene? I almost wanted to do a amen when you said parents. How we engage parents in a multi-tier system of support is very skill oriented, because we talk through data. We have a family and community engagement, it's called our FACE unit, in our integrated project. What skills do parents need in order to become equal partners, because parents are disengaged from this process, not because they don't want to be, but because they instantly recognize I don't have the skillset to engage in this conversation. These people are talking about stuff I don't know anything about, so what skills do we give parents in this data based decision making process to become equal partners, and when they do we have to remember something about parent involvement. If there is one intervention that has the biggest bang for the buck effect size, and in fact the babies knew about effect size.

01:04:00

Dr. Batsche: That baby knew about effect size of .9. Okay we'd prefer 1, 1.2, but we'll deal with .9. They're babies, they have fidelity issues. Okay. Is the impact, I was visualizing the babies and totally lost my thought. That is such a cute video. So I forget what I was saying to be honest with you, is anybody help me out here? Oh yeah the impact of the data. Is either we have consensus around data based decision-making, or we don't. You can't do both. Either data drive our decisions, or our allegiance to methodology drives our decisions, and that is the elephant on many tables. Because what we'll say is well that doesn't really measure reading. I disagree with what that CBM measure is.

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Dr. Batsche: That's not my definition of reading, my definition reading you're not measuring, so I'm not willing and the same for math and the same. So if we don't have consensus around that, and we can get side tracked along the way, then there is no way to integrate methods. Now the behavior side tends to be way more data driven. And if anything they're way off on that side. The academic side tends to be, I you know, I've taught reading or math for years. Actually this child's mother was a student of mine, 20 years ago and apples don't fall far from the tree, and when they do they usually roll down hill. So unless we agree around the data issue, now when we integrate these things, here is the issue. We've got behavior people been using behavior data. We've got the academic people been using academic data, what of those two data systems do we use in making integrated decisions?

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Dr. Batsche: We all have to give up something here. We can't bring these two parallel systems and just put em' on top of each other, so we'll, we'll take a look at that as well. So I want to start very quickly with common language, common understanding. And I have a few things here just to move us; I know that Virginia is not a common core state standard state. I don't know how long that's gonna stay that way, probably it'll depend on how long the feds wait before they say Title 1 money isn't gonna come to you unless you do common core. Who knows what, what is gonna, in Florida back in the day we rejected special Ed. Us and New Mexico, and Steve would know who else, said no we're not gonna do public law 94-92. And I wasn't there at the time, but the government says fine, so what that does is it shows us that you do not wish to have federal financial assistance.

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Dr. Batsche: So we're not gonna give you the special Ed money cause you don't want it, but we're also gonna take away all of your highway money. Now Florida capitulated in about 8 seconds, New Mexico said we don't care take away our highway money. We have lousy highways to begin with, and they held on for a year, year and a half something like that. So I don't know where that's going to move, but I want to also, this is not, I understand this may not be about you. But it is about the wave of what's happening nationally, and we are extreme. We eliminated teacher tenure twenty months ago in Florida, it doesn't exist. All teachers are on a three-year continuing contract, 50% of their evaluation is tied to student growth, and 50% of it is tied to evidence based skill sets that we call FEAPs.

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Dr. Batsche: Okay. The Florida Educator Accomplish Practices. Now I'm gonna put myself at the seat of a teacher, how many of you in here are teachers? Awesome, I thought for a minute they made you all sit on that side of the room. MTSS is not one more thing; it probably is the best friend educators ever had in this changing world. Because what MTSS enables us to do among other things is in October, identify which kids are at risk for lack of success in May. And it gives us 8 months to do something about it. And if teacher's evaluations are based upon student growth, then you want a powerful problem solving process, that will move the growth of your students and you want it now.

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Dr. Batsche: Not later. And if MTSS brings that to you, it is your stability to demonstrate your effectiveness as a teacher and as a team. And what we've found in Florida is since we did this; any push back on this has gone away. People are saying, I want problem solving for Scott; Scott's an absolute mess. It's, why did I pick him out of this team? I don't know, was it a goo pick? Okay, and I know what's gonna happen to him, our early warning system if you're at the secondary level I'm sure you're familiar with betterhighschools.org. The early warning system that you can take your data, and drill down, we're now pushed it down to third grade. We want to know in third grad, what does a third grade teacher contribute to a kid's graduation expectation? Its not fair for high schools to get kids that are five years behind, and have two semesters to try to fix em'.

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Dr. Batsche: You can't do it. You cannot be behind in a 100 meter race, and win or even cross the finish line, simply because Rtl, MTSS is based upon some very simple things you're aware of. Where is the kid now? Where do we want the kid to be? How much time do we have to get there, an dhow steep does the line have to be to hit the goal. Once the line becomes steeper than kids are capable of doing, we're in trouble. So we know that if you send a kid to high school more than two years behind, we've dropped the probability of success to between 10 and 12%. A kid who get 3 Fs in 8th grade has a 17% chance of graduating. And the high school has no chance of catching the kid up. That would like be sending a kid to a fifth grade teacher who's at the second grade level, and saying have em' on grade level before you send em' to middle school. The teacher would look at you and say you're crazy.

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Dr. Batsche: We send kids all the time to high school 3 and 4 years below, so this is a K-12 articulation. And we'll talk some about that, so all of these issues are really facing us right now. But this data based problem solving, where we can say what indicators early on academic and behavioral are letting us know this kid is at risk 5 years down the road? What are we going to be doing between now and 5 years in order to be sure that kid has post secondary success? And along the way ensure growth. Because finally these teacher evaluation systems are fair, it's about growth, not about discrepancy. So a fifth grade teacher getting a kid at the second grade level who moves that kid to the middle of third grade is going to be highly valued.

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Dr. Batsche: And the he or she doesn't have to worry. I'll give you just one more point about this, about two and a half years ago Bill and Melinda Gates gave Tampa, Hillsborough County School District, the eighth largest school district in the United States 145 million dollars. To test the impact of the teacher evaluation model that was growth based on student outcomes, and you may have read about that. You understand that the union president in Tampa sits on the superintendents cabinet, and Newsweek had a picture of Michelle Ree (?) on the front standing like this, you open it up and there is Michelle Ree (?) on one side and the union president on the other, talking about different approaches to having everybody in the same sandbox. So now we're into our third year of this, but only the second year of the data counting. And here is an interesting outcome, teachers who had been at high performing schools, had high teacher evaluations.

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Dr. Batsche: Teachers who had been at low performing schools had lower teacher evaluations, but when we switched to growth what do you think happened? It's about growth. So the teachers who had been looked down on because they were in lower performing schools with kids with many challenges, who are actually growing these kids but weren't at grade level; all of a sudden floated right to the top. So if you don't think that student growth and a model that uses it has impact on teachers for their own personal professional well being, this is not just about kids. This is about teachers. And using this model to support how effective education really is, and the people who deliver that effectiveness to our kids. And that discussion has to occur as the work to integrate these models is gonna present some challenges, so food for thought.

01:14:07

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Dr. Batsche: These are just strategies that we use, and I've already mentioned basically those. At the national level with the LEARN act has been bantered about now for years, but I want to point out something about the latest iteration of it. The LEARN act is supposed to be the literacy core of the reauthorization of the SCA, many of you already know that. And it really promotes the elements of MTSS boldly. But what is different this last year from any previous version of the LEARN act is section 15. For the first time it included in effective instructional practices, student engagement as a requirement for linking effective practices and student engagement in the process of lesson planning. They finally got it.

01:15:00

Dr. Batsche: Every academic skill has an academic behavior that we don't teach; we assume the kids have it. That's a killer assumption. Achievement through prevention act brings academic achievement tied to this bill promises to improve student academic achievement; it's a behavior bill. So our evaluation systems, we have to ask the question, and for some of the tier 1 stuff for school wide positive behavior support we have some good preliminary data. But we have to go beyond it. What is the impact of improved behavior in a building directly on the academic performance of that building? And as we parlay behavioral stuff to school boards we cannot talk about behavior, we can show it. You know we have kids not pummeling each other, the staff is not beating each other up nearly as often as they used to.

01:16:00

Dr. Batsche: All of these behavior data. We lead with instructional data, because we link the two. Look at what has happened. So this is being recognized clearly at the national level, some research that I've given you about why we do everything evidence based. We use RtI to do RtI, so here is some quick research. The Filter and Horner (?) stuff in 2009, high quality academic instruction by itself can reduce behavior problems. We know that. But do we demonstrate it? Do we link high quality academic instruction, principal walk-throughs all of that kind of stuff, class by class with behavior? Implementation of school wide positive behavior supports, lead to increased academic engaged time. Please do not forget this, academic engaged time predicts student achievement better than any other variable ever.

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Dr. Batsche: Better than IQ, socio economic status, race, culture, ability, disability, language. Those of us who have been here a long time, we know the number of minutes of high quality instruction is a game changer even for multiply impaired very

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challenged people. The more time you have to learn and practice, the stronger you get. That's how our brain works. So academic engaged time now becomes the currency of our multi-tiered system. We barter with time, hence schedules. If you want a kid to accelerate it cannot occur unless we add time to the learning process. It's critical. Viewed as outcomes, and the Algazine (?) stuff here, this is really important, and this is where Doug made some comment about my scholarly intellectual whatever you were, what everybody thinks about university people.

01:18:04

Dr. Batsche: I forget what the terms were. Tomorrow I'll give you some terms I have for him by the way. But I have to go to YouTube and get some videos of him. Viewed as outcomes, achievement and behavior are related. Viewed as causes they're not. We have very few causal relationships in education. We can't say this causes that. We can say there is a probability that they're related, and therefore we want to do something, but Algazine (?) reminds us of that. And then finally children who fall behind academically, but are more likely to find academic work aversive, and also find escape maintain behaviors reinforcing. How many of you have worked in places for kid with severely challenging behaviors? How many of you have found those kids to be reintegrating them back into core instruction is a huge problem? Because the setting we had them in was so reinforcing they don't want to leave it.

01:19:02

Dr. Batsche: Well kids figure that out at core level, if I act out I get out of here, so we know that Macintosh (?) gives us this nice little thing. Teacher presents student with grade level academic task. Kid looks at the academic task, and goes like this. Not literally sometimes, but figuratively. And we watch those disengagement behavior occur. Teacher removes the academic task or removes the student. One of the two. Depends on the teacher strategy. Kid escapes the academic task woo hoo. The academic skills do not improve. The biggest impact for me on office discipline referrals, the reason I don't like them is what happens to the student in order for an ODR to be logged.

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Dr. Batsche: Where do they go? The office. Same thing about absenteeism and tardiness. I relate everything in this integrated model, absolutely everything to academic engaged time. Anything that takes a kid away from academic engaged time is gonna adversely affect that students academic progress. Same thing as kids we know with social skills, they have poor social skills they get isolated from the group.

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They need to be in the group to practice their social skills, and we throw em' out. So the impact of removing a kid from an instructional setting, whether it's purely behavior or purely academic or inner related reduces our capacity to improve the skill set.

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Dr. Batsche: So we have to look at our discipline policies, not that we wouldn't remove a kid. It's what we do with the kid when we remove em'. And so which is it? You know what, we don't know, so all we have to do is consider both of them together all the time. When a teacher says to me this kid doesn't have any behavior problems, I'm like help me understand what that means. Oh he's so nice, you know his mom, she's a sweetie. Dad's actually nice too. He tries so hard. I wish every kid was like him, you mean you want every kid in this class underperforming. Well no you know what I mean. No I don't. Because every academic task has behaviors that are necessary to do the task, and they may not be interpersonal behaviors. So every kid having academic problems also has behavior problems, and we have to redefine what behavior means.

01:22:04

Dr. Batsche: So Steward Vener (?) and others in one of their studies that demonstrated the impact of the integrated model on literacy, reminds us both models are critical for school success. Not one more than the other. Both utilize a tiered prevention system, that's good. They both incorporate a team approach at school, grade, individual, and district level. As long as the teams are not operating separately, because every kid with a behavior issue has a potential academic problem. And why would have teams solving that separately I have no idea. We share the critical feature of data based decision making, as long as we're not using parallel data. As long as we're using integrated data, and then the literacy skills. So here is what moved us, was we did a state wide needs assessment, and we had 94% of our district respond to this. It was long.

01:23:07

Dr. Batsche: It involved comments as quantitative and qualitative, and here is what the districts told us two and a half years ago. Integrate practices to reduce duplication, have individuals with multiple skillsets, increase the effective uses of personnel by giving them multiple skillsets, provide greater support for instruction but less is more, focus that support. And they said focus resource development; this is what districts and schools need to do this. They need evidence based coaching strategies. Coaching for the model, not the content. I have a problem, we have a problem. If the people responsible for delivering the content need support in the content, we have to ask why.

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01:24:01

Dr. Batsche: Particularly if it's at a basic level. Leadership skills, the role of the building principals and district people is very different. We're gonna talk about that, the skillset. Family and community engagement, I started to mention before, and I forgot I lost it there. If you pick one intervention to move kids who are at risk academically or socially, based up on effect size. The babies got me; I did the effect size thing and lost it with the babies. Parent involvement accounts for up to 29% of the variants that predicts student improvement. That is the biggest bang for your buck, it doesn't cost any money. It costs time, now what does parent involvement mean in our multi cultural society, it means this. Any speech therapists in here, whatever you call yourselves? Seriously. Oh, thank you. They're all pointing to you.

01:25:01

Dr. Batsche: Speech language, pathologists, clinicians, what do you? Depends on the day, these people have, they're the most highly trained, brightest OCD okay. Best data collectors, I mean who else collects data on MLUs, mean link of utterance? They do the difference between uh and uhuh, and she knows how to record it. Don't you? Yes. Awesome data collectors. So speech and language therapists, or whatever you are, know the importance of private speech. It is critical to everything that we do as humans, and to what kids do in how they approach tasks. So we define parental involvement as what voice the voice in the kid's head from the family tells him or her to do when challenged by a task that they don't want to do, or don't know how to handle.

01:26:10

Dr. Batsche: That's parent involvement, and that's what we work with parent's on, its' your voice in their head at school when you're not here. When the first grade teacher says do this work, and the kid goes like this, or the kid that comes to school with the voice that says if you get somebody challenges you in school, you take care of it. If you get in trouble, I'll come in and take care of the school, as opposed to the voice that says walk away, ask for help, raise your hand. That's parent involvement, it's not whether they come to school, it's not whether they come on the deer night, drop everything and read. It's not whether they make cookies. It is how their culture interacts with how kids talk to themselves about school when they're challenged.

01:27:00

Dr. Batsche: And if that voice is consistent, then up to 29% of the variance can be accounted for in student improvement. So we have to be very targeted in this model.

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About what that private, the content of that private speech is in our work with parents, and other caregivers. We have to demonstrate the outcomes, what we've learned; we now have a statewide pre-K – 12 alignment initiative. How do we align MTSS so that people don't say something silly like, it's so different at the high school? Seriously? It's not. I would much rather implement MTSS at the high school than the elementary school any day. The high school problem is schedules, that's the problem. The data is a lot easier. There is a whole, it's much easier to do, but there is not element at the high school we don't include that's not included at pre-K

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Dr. Batsche: So this alignment making it less is more, we have one model it's integrated. The elements are the same at kindergarten as they are at the high school. The topography of the model may be different, the data we collect may be different, but how we think about the data is not. The process we put the data into is identical. How we integrate academic and behavioral data is the same. They're bigger; high school teachers are more isolated. What we find is the common motivator at elementary is reading. Don Hernandez's (?) study from a year ago this April, funded by the Andy Casey (?) foundation, asked this question. For kids who can't read and are in poverty, what is a better predictor of positive high school outcomes? Reading skills in third grade neutralizes not completely, but lowers the impact of poverty.

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Dr. Batsche: Kids who are poor and couldn't read who were poor and developed reading skills, had four times the probability of successful high school graduation than kids who were poor and behind in reading after leaving third grade. We cannot deal with poverty and fix it in schools. But we can sure and heck teach kids how to read, and be engaged in that process, we have a choice about that. So evaluation models, we're gonna talk a lot about that, I'm gonna give you a lot of resources. Common language, and integrating instructional technology and universal design for learning, interesting in Florida. All of the universal design, the UDL and instructional technology a year ago was put into our Rtl project, so the technology didn't stand separate. Just like behavior was standing separate. Technology with our mantra for this is moving from wow, oh to how. As opposed to like oh that's really cool technology. Technology should not be what engages people.

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Dr. Batsche: Technology should be infused in the delivery of instruction, so that it is integrated to achieve certain goals. So what do you do with the 10th grader reading at

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the third grade level? How does that person use technology to achieve comprehension goals, and content goals in high school? So what we did was we were willing to take this project, but we said that all of the people who were involved in it before all of the technology people, had to resign. And the state could find something else to absorb them with, but we wanted to interview educators who had the technology skills. Not technology people who worked in education. Not for the curriculum part of it, so we hired everybody new with the exception of one person. And now everybody comes at this understanding curricular goals first. As well as academic. We've not developed technology; we have a whole new statewide behavior database.

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Dr. Batsche: That teachers are using to identify student behavior and students are using to set their own goals, monitor their own, technology does all that. But it had to inform the curricular part of it, the academic and behavior curricular part of it, not stand-alone. So food for thought, it really helps. We've had a definition of response to intervention. You have your own it's great. And MTSS, there is a slight difference before we move on here that I want to talk about, and you may also have this but this is at a district level. MTSS, evidence based model, used data based problem solving to integrate academic, behavior instruction intervention. And by the way instruction for us means academic and behavior. Good first instruction so the question is, in our school wise positive behavior support, what are we instructing that is tied to the grade level, appropriate to the engaging behavior student need for that curriculum. Are you doing flipped classrooms here in Virginia yet?

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Dr. Batsche: High school level? Are you flipping your classrooms? Do you need for me to define that? It's not a gymnastic move. It is a way to engage students and use instruction more effectively. It is heavily reliant on technology; students are given technology access for initial instruction through technology. Whether it's CON academy, there is a ton of, it's very organized. It's not random, so students are exposed to initial instruction, with lots of support of resources. And by the way, you can use this model. Kids, Doug here is getting initial core instruction. He doesn't get it. He clicks on right on the screen, what in essence would be tier 2 or tier 3 support for the concept he's not getting. Increased time, narrow focus on that algorithm in algebra. So it comes on and says I see you're having problems with this skill, and it mini-teaches that one skill to get him over the hump.

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Dr. Batsche: He can select the level of intensity, so in other words the computer instead of him raising his hand, waiting for the teacher to come. He virtually tells the computer, I'm raising my hand. And immediately the computer delivers just in time instruction. So it's tiered, okay. The kids come to school the next day, and the teacher works to apply that, answer questions, and smooth the water. The initial instruction is done using technology, hence the term flip. Very cool. But the bottom line here is that you can implement multi-tier systems using technology for just in time support.

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Dr. Batsche: How many of you, I mean all of you probably have a master's degree. Yes, how many of you have a master's degree, how many of you have taken statistics? How many of you love statistics? School psychologists, math teachers, and other geeks okay. How many of you took it right away to get it over with? How many of you delayed it? Personality style, okay. How many of you had to study harder, study more, practice more, but you passed it? Sure. Now imagine you get, we get frustrated and you phone up a friend, lifeline, okay. What if the computer and you were doing it on the computer, would have said, I see you have a hard time understanding the difference between mean, median, and mode. Let's do a mini-lesson on that. Right then. That's where we're going.

01:35:01

Dr. Batsche: That's where all the money is going in technology, I know that Steve and his group are on the forefront of this, but even when we know what we want to have. Getting it is not easy. So, that issue, integrating instruction and intervention, we're gonna talk about that. It's a critical skill behaviorally, but look at the last one. This the value addedness. Needs driven decision making, to ensure that district resources reach appropriate students at the appropriate levels, to accelerate the performance of all students. We have used resource allocation to buildings, based upon formulas tied to demographics, tied to other things. We now are allocating resources to buildings based upon two pieces of data, both of which I will give you the tools for here. One level of implementation of MTSS.

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Dr. Batsche: And two, student outcome data. Yes? Sure, the question is, on a flipped classroom, who does the lessons that are delivered through technology. The teacher? Or elsewhere? It is a hybrid model. Depending upon the resources of the district, small rural districts are likely to rely on other resources, but let me. It is not a random process, for your particular curriculum, in a district that supports flipped instruction; the

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links to those resources to achieve the standards and particular skills are explicit and purposeful. So in essence on your syllabus, you already have the links to those weekly lessons, which are tied to your standards.

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Dr. Batsche: Okay. And in some places the teachers have done that. In most places those resources already exists, that students can access. At this time the model is primarily used in high schools. Because of some of the technology skills that are necessary and what have you. I'm not aware of it being used in middle schools yet, but you can go on Google and put in flipped classrooms and learn a lot about it. Okay, the data initial data on it are pretty impressive. The idea that students can't guide their own instruction, particularly low performing students is not supported. Even low performing students find stuff on the internet very fast, they may not find the stuff we want them to find, but their skills in accessing information is very good.

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Okay. Almost a break time? Let me get through a couple more things and then we'll take a break? How many of you want a break within five minutes, uh ten minutes, and fifteen. I'm gonna give you a break within 15 minutes. Is that okay? If you have to go to the bathroom, please do not engage in spectrum behavior. Just go okay. Either we adopt this consensus or we don't. We have all of our kids who have academic and behavior needs, and we have a multi-tiered system that we parlay all of our resources as a building principal I had to watch very carefully, how I distributed the resources I had.

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Dr. Batsche: Because if I distribute them poorly, for example giving level 3 when it wasn't needed. I didn't have those resources later when I actually needed them. You have to be very careful that your triangle, tier 2 by the way is your most critical tier. We'll talk about its effectiveness rating, what you need to have. If you're effectiveness rating for tier 2 is not where you need it, and that would mean that you take data on all tier 2 kids, kids getting tier 2 services. And find out how many with tier 2 and tier 1 are making proficiency, and if it's not a certain level your triangle turns into an hourglass. And tier 2 becomes a flow through to tier 3, this a return on investment model. We allocate staff, and money, and time to tiers. 80% of your district resources, teachers, square footage, bus seats, food consumed, air conditioning, heating goes to tier 1.

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Dr. Batsche: 80% of your budget goes to tier one. If only 60% of your kid's are successful, you're asking 20% of your staff to fix 40% of your kids. You can't do that. In the old model we could before no child left behind, now that 40% has to get proficient. We have to align resources with effort. If we don't, kids are getting services, but they're not making proficiency. So a principal has to become a systems manager here, and we have to very carefully look at, we can't put more than 5 or 6% of kids in tier 3. We don't have the resources to do that, and have those kids make proficiency. So how we move from this to that depends on how we allocate our resources and use our data with the triangle.

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Dr. Batsche: And we'll talk about that. So you have an integrated model, your model is great. I wouldn't change anything about your model. The only thing is how do you really play well in that sandbox? We're all in the sandbox, how many of you here are early childhood educators, were, taught kindergarten, had a kindergarten kid, know what a kindergarten is? Okay. Remember the different levels of play? Okay. Unoccupied. Onlooker. Those are really important stuff. Because unoccupied means that the kid is not looking to other kids to learn the behaviors they have to engage in in order to move to the next level. Last thing you want to have with a kid with behavioral issues, isolated kid, is a kid not observing other kids behavior, cause that's how they learn.

01:42:02

Dr. Batsche: Parallel. Associative, and cooperative. Integrating these models I have yet to find a place, including us, that wasn't at parallel or associative. Meaning we're both doing our own things, we're in the same sandbox, we're not even looking at each other. Associative is we're both in the same sandbox, we're looking at each other, and we're sharing things, but we're not operating by the same one game plan. Cooperative play is a common goal. There area set of rules everybody abides by. We talk the same language, and everything we do independently is to achieve the common goal. And we evaluate ourselves, not independently, not by behavior, but by what the common goal is that behavior serves. So the question you all ask yourselves as we go through the two days is, where are you? Are you parallel play? Are you associative play? But before you move to cooperative you have to create the structure.

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Dr. Batsche: You have to develop the common language, common understanding. What is the common goal? So, that's important. And at the district level for district

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people, these are three questions we ask about everything we put into this model. To school boards, number one, where does the program initiative or service fit into the triangle, tier 1, 2, or 3. So everybody reading, math, behavior, everything people do they have to identify where they fit. Some cases it's all three, I'll take the behavior side. I work in a lot of schools that I call heathen schools, and in the heathen schools there is absolutely nothing wrong with the kids. They are simply unskilled. And their behaviors that we look at as a problem, are not intentional purposeful, they're the behaviors they know which don't fit into what we expect.

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Dr. Batsche: So we simply have to teach that, our philosophy is teach first, nuke second. Seriously. Every company you will ever go work for, puts you through a training program, sometimes up to two or three months. Except education, even Pizza Hut. Anybody have a kid who works in Pizza Hut, there is pictures on the wall you never see. And you order a pizza, that kid has to take and stand in front of the picture, and make the pizza they're making for you look like the picture. And they train em' how to do that, so that the error rate, they don't get yelled at, they don't try to escape tasks they can't do. Imagine if we did that with kids. They teach them the behavioral skills, and the academic skills. You stand here, you do this, you make it look like the picture. So, in those heathen schools we do tier 1 social skills training. Twenty to thirty minutes a day to teach the kids, particularly in schools where we have disproportionality.

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Dr. Batsche: Disproportionality is a function of kids coming to schools with different behavior sets, and a common code of conduct laid overtop of everybody. So Scott here comes from a family that says I have three kids, they range age going on 41 to 33 or 34. I forget, I don't care about my kids anymore, all I care about is the five kids I have. I could care less about what my kids are doing. I'm just into the grand kids. How many of you are grandparents, do you agree with that? The only reason, you finally realize the only reason you had kids, was so that they could produce grandkids, if they don't produce they're worthless anymore. Okay, that's what I told all three of em', I use Rtl in the will. If you have no kids, you get no will. If you have one kid you get this much will, and if you have two kids you get this much will. I have one; one of my kids is in tier 2 intervention, in order to implement the plan necessary to achieve the goal. The other two have already met the goal.

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Dr. Batsche: In some of your higher performing schools, so back to him coming, parent so with my kids there were two rules. If you get in trouble in school, whatever the trouble is we triple it at home, and if you bring home below a B before you talk to us about it, you better have a plan for how you're gonna change it. Or you come to us and say, you don't and you need help. But a, below a B comes with an intervention. Yours, ours, or both. Doug comes from a home that the family says school sucks. They're gonna try blah blah blah, if somebody disses you, you deal with it, I'll come to the school. Now Scott and Doug get off the bus, I diss em'. There is a code of conduct, you fight one-day suspension. He walks away, he hits me. Of course nobody ever sees the perpetrator right?

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Dr. Batsche: He gets a one-day suspension. So all of a sudden we have disproportionality, and the responses this is us. Totally fair system, it doesn't matter what color you are, what language, if you fight it's a one-day suspension. That is so ostrich in the sand. Because the probability that he would fight is 100% having nothing to do with the school, probably he would fight is 0. So you have a code of conduct that allows that pre-requisite behavior to separate people without teaching him what he needs to know. Here you want to fight, fine, but do it past the white thing at the end of the road. And not on the big yellow thing. You can't be on the yellow thing and fight, and you got to be outside the white thing, got it? And now here we have social skills training, and based up on what the data are. Then you will reduce disproportionality in those isolated events, so some schools everybody needs it.

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Dr. Batsche: Some schools it's anger control training for tier 3 services. So social skills training would fit into any tier, so therefore the tiers cannot be defined by the curriculum, they have to be defined by who gets it. Any other model puts us in jeopardy. Tier 1 is what everybody gets, tier 2 is what some kids get, and tier 3 is what very few kids get. Because any of those kids could get eth curriculum, academic or social, and second how does it relate to core instruction? We're gonna talk a lot about integrating into core instruction, and third how do we know if it's gonna work? We ask school boards to ask three questions, where does it fit in the tiers? How does it relate to core? And what data are you gonna collect to show us that the money that we put into it got a bang for our buck? In these days and time the effect size of an intervention or instruction will be related directly to the amount of financial and time support that program will get.

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Dr. Batsche: So that's really important. So we approached it this way. It's a frame not a box. We have four corners to our frame; you have to train loosely in order to get a model to accommodate. So the the four corners are what you already have, there has to be multiple tiers. You actually have to collect and regularly review data. I love you data maps. Steve gave a good example at our table. So here is the pressure point. If we're collecting data that are not being used because somebody tells us we have to collect it, then how are you parlaying that with the staff? And the way we parlay it is look, we have to collect it, we're not gonna use it. It doesn't help us predict anything, but it's above our pay grade to get rid of it, so don't get your underwear in a knot over it. Just let it go.

01:50:00

Dr. Batsche: We have to do it, but we're not gonna waste time trying to act like it's meaningful. The other thing is that unless we can turn data around in five days to teachers, we don't find that data terribly useful. If we think it's gonna inform our practices it has to come back right away. Because kid could be going down the tubes in those five days. The only data we don't have control over tends to be high stakes state at the end of the year, our state happened to, our governor at the time was the brother of the president. And the company that does our data, he basically said, unless you get it back to us by May 15th in the Spring it was done, we're not paying you. You're not gonna give it back to us in August, when we've already made instructional decisions. So it's given in April, and we get the data back May 15th. For 3 million kids. It's just holding the money, because we need just in time data. Instruction interventions are actually modified with the data.

01:51:00

Dr. Batsche: So here is the issue, if behavior is done separately from academics, we always have to ask the question, what is the behavior change, is that gonna do anything to threaten the task demands of the academics? Because a lot of the behavioral stuff that traditionally has been done teachers will do to settle the kid down, but it puts tension on the instructional delivery system. So that is why the federal government, in the 2006 rules and Doug knows this better than anybody, of IDEA 2004 said that you must engage in regular academic progress monitoring for any kid in a program for emotional or behavior disorders. Because kids were being put in those programs, and when they settled down nobody was interested in the academics.

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Dr. Batsche: So there is a hedge in there that you have to evaluate the impact of behavioral programs on the academic trend of the student. You can't do something behaviorally that threatens the trajectory of academics that the kid had. And that has caused us some issues. Because the kids that were doing really well academically and we clamped down on behaviorally, started not doing so well academically because they lost interest to some degree in school. We also found that getting kids to come to school five days a week, because attendance says 5 days a week. Some kids are better academically because of school issues, social emotional factors, if they don't come five days a week. And when we forced em' to come, they anxieties or whatever were so great that their academic performance fell.

01:53:02

Dr. Batsche: So we have to look at the impact of behavioral programming on academic trajectories. And that's a new thing. And last is this. Instruction is integrated and systematically planned across the tiers. Here is what my mentor about this is; tier 1 core instruction is the reality show of education. If you can't make it in core, you're not gonna make it when all the supports are no longer available. Hence the 57% unemployment for kids in LD programs. The minute we leave school, that multi-tiered systems of supports goes away. So, is the kid's performance real or is it Memorex? Is that kid performing because of the supports? In Florida, and I'm, I'm not saying in Florida because that's supposed to be a model for you, I'm using it as examples of things we've run into.

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Dr. Batsche: Rtl is required as the only method for eligibility for SLD, EBD, and language impairment. It's not just SLD. It's three, the three high incidence special Ed categories. So the issue here is how do we deal with eligibility in an Rtl only model? And I'm not getting into special Ed here; I'm getting into this last issue. We have two conditions; we have to be getting tier 3 services, number one to even be considered. Number two, two conditions have to exist, one is you have to be hitting benchmarks and standards with tier 3 supports and demonstrate that when they're diminished your academics fall. That's the need for the supports, so when we get kids successful at tier 3, behavioral, I'm gonna show you some graphs over the next two days.

01:55:05

Dr. Batsche: Behaviorally and or academically, we then have to systematically fade the supports to see what happens to the behavior because tier 1 is the reality show. So the cool thing about all the new regs, in the past you got to have this silly stupid discrepancy

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formula. And at the eligibility it was, we don't want em' doing too well, because if there is no discrepancy then they have to lose the services, when we all knew it was the services keeping them there. So you're like in and out of treatment, that's a bad model. Rather demonstrate that the intensity of the supports are necessary by moving the supports, not moving kids in and out of services. And you don't have to remove all the supports; we have ways of fading the supports, and seeing if the kid, until you do that, you don't know whether the kid's internalized the academic and social behaviors.

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Dr. Batsche: You have to fade at some point. So how do we take tier 2 and tier 3 and insure that it's integrated into core? And we're gonna talk about that, but I'll give you one quick advanced organizer. I'm gonna use the behavioral side to this, because actually my whole background is in the behavioral side of it, but about 15 years ago I got pulled into the academic side of it. Which now I have found for the last 15 years fascinating and as a psychologist, all the cognitive stuff. The idea we're trying to teach kids things they're not ready for. I'll give you an example of the cognitive thing here with behavior. For those of you work in the elementary level, do you remember the little Frenchman Piaget about this big? Okay, with a beret and pony tail. He talked to us about cognitive development, concrete operations, formal operations. Concrete operations mean Scott learns something; he's got his iPad and his hand.

01:57:06

Dr. Batsche: If he's like a guy, iPads for guys by the way, are like remotes. And Scott has got his hand on his remote at all times here, I do the same thing. He learns with that. And he learns that in tier 2, but the iPad stays in tier 2 because they don't have iPads in tier 1, so in tier 2 specialized instructional strategies, specialized materials, he's taught anger control training. Or he's taught decoding. But then he goes to the classroom, and the general education teacher is using none of the prompts from the social skills training. And using none of the materials that was used in tier 2 and tier 3; we're expecting Scott who is in the concrete operations development level, because you don't get the formal till you're ten or eleven.

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Dr. Batsche: Formal means abstract. You can take something concrete, hold it in your head, move some place else and return it to the concrete without the supports. That's end of elementary. But we deliver services by sending kids to tier 2 or tier 3 services, teaching them, and then sending them back here where there is nothing common. And then you hear things like the teacher saying, well I hear he's doing really good in

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remedial reading, and doing all sorts of, I'm not seeing it yet here, but I'm hoping to see it soon. Don't hold your breath you'll be dead. Why do we have Scott practicing this specialized learning strategies on materials that don't relate to core instruction? When all assessments are on core instruction. Not saying we shouldn't use these materials, how do we blend for him? How do we use pre-teaching, review, and re-teaching to bridge these materials with core? WE do it by half of the instruction in tier 2 and tier 3 for academics.

01:59:09

Dr. Batsche: Must use application to core materials that are gonna be used within the next week. Pre-teaching vocabulary, pre-teaching, and if he brings his book and goes back here and practices in his book what he is gonna use next Tuesday, he gets it. Now he's learning prompts, stop and think do I make a good choice or a bad choice? And he's doing all of that, and it goes back to the classroom. And the teacher says, Scott aren't you learning anything when you go to the guidance counselor about this? But if the teacher said Scott, you need to stop and think. Now the concrete representation of that, so to do that, our tier 2 and tier 3 providers and our core providers must lesson study together.

02:00:01

Dr. Batsche: Lesson study is the process of integrating these two things. And we'll begin to move in that direction. So when we come back, we're gonna start with a reflection, hopefully I'm done with all of the basic stuff. I hope I have not bored you to death. But these were fundamental issues that we're now going to work on strategically, and how much time will be needed given the bathroom situation here for a break? All right. Cindi said 10 to 15 minutes, here is what I would like to do, 15 minutes, but in 15 minutes we're gonna start. And so let's do that as 10:50.